

Curriculum Fidelity

Montana Office of Public Instruction
Instructional Innovations Unit

Group Norms



- Cell phone reminder
 - Breaks
 - Conversations
 - Bathroom location
 - Questions

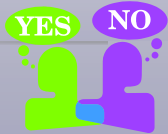


Today's Purpose

- Define Curriculum Fidelity,
- Review fidelity checklists,
- Compare and contrast what **is** fidelity and what it is **not**,
- Analyze sample programs to compose fidelity checklists, and
- Consider current status of curriculum fidelity

Response Cards

- Purpose
- Fidelity poll with response cards



Fidelity defined

- Fidelity is the extent to which a curriculum or program is delivered in accordance with the intended (and tested) design.

Fidelity is multi-dimensional

- Delivery
- Setting
- Materials
- Target population
- Instructor qualifications
- Professional development



Barriers...



Think/Write

1. What are barriers in classrooms for teachers?
2. What are barriers across grade levels?
3. What are barriers across the school?

Pair/Share



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Fidelity...Why Not?



- No one is watching
- Teacher attitude: I **know** how to teach, what to teach;" it's okay for new teachers, but I'm a veteran teacher."
- No training or not enough
- Competing demands
- Poor match between program and target audience
- Lack of or non-allocation of personnel



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What are we trying to accomplish with fidelity?

- Narrow the achievement gap
- Improve outcomes for all
- Prevent instructional causalities
- To be able to determine that a student has received appropriate instruction in the general education classroom (placement)
- To know what to attribute success to so we can replicate that success

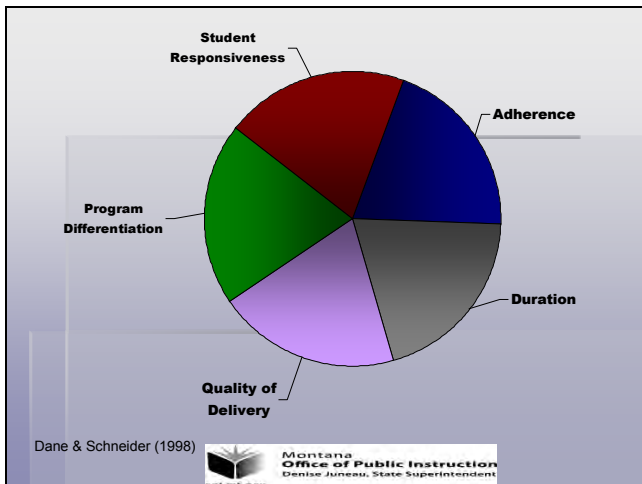
Adapted from Joe Witt



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If we don't have fidelity...

- How do we know what made our instruction effective?
- How would we know if it was the procedure that failed or if it was the failure to implement?



Adherence

- Sticking to the plan
- Are we drifting from core elements?



Duration--Exposure

- ▣ Pacing
- ▣ Lesson length



Quality of Delivery

- ▣ Explicit vs. Implicit
- ▣ Scaffolding during instruction
- ▣ Corrective Feedback
- ▣ Consistent, clear instruction
- ▣ Groups and transitions effectively managed



Program Differentiation

- ▣ How well do you avoid inserting pieces from other programs?



Student Responsiveness

- Student engagement
- Time spent on task



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Program Characteristics

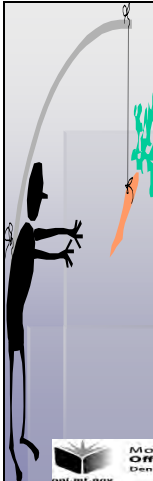
- Complexity
- Materials and resources required
- Perceived and actual effectiveness

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Organizational Characteristics

- Endorsed by administration and staff
- Adequate and on-going professional development
- Positive school culture

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Promoting Fidelity

- **Think/Write**
 1. What are ways to promote fidelity in classrooms for teachers?
 2. What are ways to promote fidelity across grade levels?
 3. What are ways to promote fidelity across the school?
- **Pair/Share**

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Ways to promote program fidelity

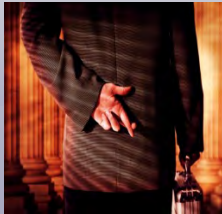
- *Careful program selection: how is it “packaged” that is, are materials easy to access, organize, and utilize?*
- *Involve staff in program selection: is the program a good match for our students’ needs?*
- *Plan for implementation: Prepare staff to implement program by providing training, practice opportunities, and coaching*
- *Continued monitoring*
- *Positive school climate*

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Assessing Fidelity

Self Reporting

rating scales, checklists, interviews



Adapted from Joe W/tt

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Assessing Fidelity

Direct Observation



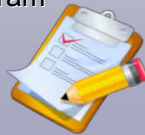
Assessing Fidelity



Program Fidelity Checklists

Many programs include checklists for implementation.

This is becoming a common program component.



Developing a Fidelity Checklist

▣ Steps

- 1- Develop a list of each procedure component
- 2- Record whether each component occurred
- 3- Compute level of integrity by session and component

Fidelity includes assessments!

- Formative assessments, summative assessments
- In-program assessments (placement assessments, unit tests, mastery tests)



Curriculum Implementation

- Programs
- Scheduling
- Schoolwide –Intervention Plan
- Personnel
- Professional Development
- Contents: Reading, Math, Behavior
- Funding



Program Fidelity IS...

- Utilizing program routines to scaffold instruction
- Keeping the program's instructional order
- All teachers meeting the instructional objectives for each lesson using the same materials to equalize student learning opportunities
- Using program materials
- Adhering to recommended pacing



Program Fidelity is NOT...

- Doing everything on every page of the teacher's edition
- Administering every assessment
- Asking student to complete all possible practice pages
- All teachers having identical styles
- Everyone on the same page at the exact same time



What works for improving fidelity

- Two major categories of variables for improving fidelity have been studied:
 - Antecedent strategies
 - Consequences

Adapted from Joe Witt



Research Outcomes

- Antecedent strategies
 - Training, necessary, but not sufficient
- Consequence Strategies
 - Performance feedback—Very effective
 - Graphing performance---Very effective
 - Not always popular with the giver or receiver

Adapted from Joe Witt



Protocols

- Standard protocols offer step by step guidance for each step of implementation
 - There should be protocols for assessments, programs, data analysis, pacing, and scheduling.
- Protocols create a structure
 - People know what they are suppose to do
 - Depersonalizes the issue of fidelity
 - Monitoring is built into the process
 - Puts involved people on the same page

Adapted from Joe Witt



Roles and responsibilities

- Teachers
- Instructional coaches
- Administration



Roles and responsibilities

- How are your current roles and responsibilities similar to those within the table on page 4.7?
- How are your current roles and responsibilities different?



How can instructors adjust programs without lessening fidelity?



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Instructional Adjustments

Alterable Components	Specific Adjustments				
<i>Opportunities to Learn (Time/Concentration of Instruction)</i>	Increase attendance	Provide instruction daily	Increase opportunity to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Program Efficacy</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed programs
<i>Program Implementation</i>	Model lesson delivery	Monitor implementation frequency	Provide coaching and ongoing support	Provide additional staff development	Vary program/lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instructions	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

“No program-no matter how sound it is-can have impact if its essential elements are not used”

(Yap, Aldersebase, Railsback, Shaughnessy, & Speth 2000)

“Only when effective practices are fully implemented should we expect positive outcomes.”

Implementation matters”

(Blasé & Fixsen, 2005)



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Acknowledgments and Resources

- Montana RtI
- Courtney Peterson, OPI
- Dr. Joe Witt iSTEEP
- www.centeroninstruction.org
- www.rti4success.org
